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BROADER HORIZONS

for Senior

PERSONAL
IMPROVEMENT



FAMILY BUSINESS

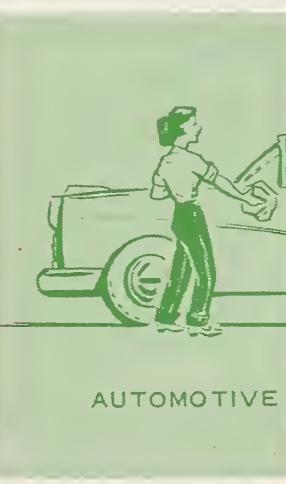
CAREER



AUTOMOTIVE



COMMUNITY
SERVICE



CARE AND SAFETY

Programs

A Guide for Extension Workers

FEDERAL EXTENSION SERVICE

UNITED STATES DEPARTMENT OF AGRICULTURE

PA - 393

FOREWORD

BROADER HORIZONS FOR SENIOR 4-H PROGRAMS is designed to stimulate the thinking of State and county extension workers about their programs for senior 4-H members. The average tenure per 4-H member in the United States was 2.7 years in 1957. It has been going down for the past several years. Is it that older members are too busy, or is it just that they would rather do something else? We might consider this an indictment against 4-H because it isn't providing a program that meets the needs and interests of the teenage boy and girl. It is in this critical age group, more than any other, that more guidance and adjustments are needed.

This booklet has six suggested program outlines which are only guides and suggestions of what can be done. State 4-H club leaders have said these were the six most important areas for exploration. The Extension subcommittee on 4-H club work has discussed these program outlines and in their 1958 spring meeting requested that this booklet be completed and sent to the States.

For States interested in developing a particular program, some program helps are available in each of the six areas from the 4-H and YMW Division, Federal Extension Service, U.S. Department of Agriculture.



Fig. 1.—Is this the way your present 4-H program fits your senior members?

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Broader Horizons for Senior 4-H Programs

A Guide for Extension Workers

by John W. Banning
Associate Leader, 4-H and YMW Programs

THE SITUATION

Why be concerned about developing programs for senior 4-H members?

There are approximately 12 million young people in the United States 10 to 20 years of age. In 1957 Extension served approximately 18 percent of these in 4-H Clubs, in 1953 we served approximately 19 percent. More important than this 1 percent drop in percentage of potential enrollees is the fact that the average tenure in 1957 was approximately 2.7 years. The percentage of total 4-H membership for 1957 in the 5-year age bracket 16 to 20 was only 10.9. This was a decrease of nearly 1 percent since 1950 and it has been going down steadily since 1935. (See table below.)

Percentages of 4-H Club members according to age groups

	12 and under	13-15 years	16-20 years
1930.....	40.8	40.7	18.5
1935.....	40.0	39.6	20.4
1940.....	41.9	38.8	19.4
1945.....	52.0	36.3	11.7
1950.....	52.6	35.4	12.0
1952.....	53.3	34.8	11.5
1956.....	55.3	34.0	10.7
1957.....	55.0	34.1	10.9

The tenure problem is not in 4-H clubs alone. It is prevalent in all groups serving youth. However, Extension can and will improve this situation. A word of encouragement—some States have as high as 30 percent of their enrollment in the 16 to 20 year age group and some States as low as 6 percent. In the county we see a range of 36 percent for high and 6 percent for low.

Certainly there is an opportunity for the counties and States with a low percentage enrolled to profit by the experience of those with a high percentage of enrollment. And there is little doubt that even the



Fig. 2.—Portrait of a 4-H member who didn't like the program.

higher ranking States can improve with a little more emphasis on programs for the older group.

Everyone will agree that many boys and girls could profit from more than the 2.7 years experience that they get on the average. In fact many would say that it is the experience after the first 2 or 3 years that contributes most toward their personal development and ability to take their place in society as a good citizen.

Mr. Paul Miller, Director of Extension in Michigan, said, "Our loss of 4-H members at an early age is, in part, our inability to contribute meaningfully to a changing life cycle."

From our program studies, and other studies of youth and youth programs, as well as personal observation through time, it seems best to use a three way approach.

Improve our present programs and projects to meet their interests, needs, and abilities.

Add new programs that will meet their needs and interests, and challenge their abilities.

Recruit and train leaders to work with senior 4-H members. In brief, it is a matter of program, organization, and leadership. This booklet endeavors to treat the problem as such.

UNDERSTANDING TEENAGERS

The teen years are exciting and challenging years for youngsters, and for parents and leaders too. This is a period when boys and girls are beginning to put away childish things, and concentrate more on the business of becoming adults. During these years it is only natural to expect a certain amount of confusion and a good deal of change and adjustment. One day a teenager may seem almost adult, and the next day he may behave like a 7-year-old. Some of this wavering is an expression of a very real attempt to test out the unknown, followed by a returning to the old, familiar patterns of earlier childhood. It's all part of growing up—part of the adolescent's natural desire for adult freedom combined with his still existing need for the measure of reassurance and protection he required when younger.

Many psychologists will list the following as the major concerns of teenage young people.

1. Adjusting attitudes to their changing body—from child to adult body.
2. Developing new attitudes toward friends of both sexes.
3. Establishing their own independence.
4. Looking ahead to adult economic and social status.
5. Problems deep inside—
 - A philosophy of life.
 - A religion.
 - A personal mission of life.

The best way to help them with these major concerns is to:

1. Create a natural situation for boys and girls to get to know each other.
2. Help the club member gain confidence in himself.
3. Help the club member develop self-control.
4. Encourage the club member to learn to listen and to respect the rights of others.
5. Help the club member learn to develop his capabilities.
6. Help young people experiment and search out truth for themselves.
7. Help young people learn how to use leisure time.
8. Set a good example. Young people tend to adopt the philosophy of a leader whom they admire.

Common mistakes made by adults in working with teenagers are:¹

1. Failure to recognize that a teenager's first job is going to school.
2. Failure to size up accurately the precocious boy or girl.
3. Cheating the reserved boy and girl of valuable adult-youth experiences.
4. Enlisting teenagers in adult-youth projects of too wide scope.
5. Failure to recognize teenage maturity and readiness for more mature experiences.
6. Lack of knowledge of teenage psychology.
7. Failure to admit that teenagers can sometimes take leadership of some phase of an adult-youth undertaking.
8. Failure to define what kinds of activities are suitable for real teenage contribution.
9. Temptation to exploit teenagers.

LEADERSHIP

The key to success with senior 4-H members is effective leadership. There are many types of leaders working with our teenagers, but the successful ones have certain things in common. Skill is not the most important factor. It is the ability to listen with sympathy and to discuss with teenagers their problems on their own level. The young people always find their favorite leader ready to talk to them about the questions and problems constantly creeping into their growing, searching minds. He is the one person, they feel, who wants to understand them. He has a pair of sympathetic ears, a broad background, and he can talk easily to young people about things in which they are interested.



Fig. 3.—The successful leader listens to teenagers with sympathy.

¹ From *Partners With Youth*—by Mrs. A. E. Roberts.

And what are teenagers interested in? It may seem strange to some, but experience shows that, best of all, they like discussion. Boys like to discuss sports, girls, sex, school, jobs, and philosophy. As budding women, girls naturally never tire of talking about clothes, boys, movie stars, sex, school, and careers. And don't jump to the conclusion that all their talk is frivolous. There are no bounds to their interests; they are now beginning to question the world they have been taking for granted. They need someone to act unobtrusively as moderator, to challenge sweeping generalities, to bring them down to earth, and to introduce new ideas. They need the stabilizing influence of maturity, not the smothering wet blanket of rigid, adult attitudes.

There are, of course, other important qualities of leadership; a sense of humor, a fine example of behavior and attitudes, a special skill, a sense of perspective in discipline, a sense of fairness in dealing with people, and many others. However, the leaders who maintain the best relationship with their teenagers are the ones who are never too busy to sit down to talk and listen.

After discussion, teenagers favor sports, dating, dancing, and joining clubs or gangs. The clues to sound programs for them lie in the above as well as these secondary interests.

Suggestions for Leaders of Teenagers

UNDERSTAND THEM

They are growing up physically and mentally.
They have learning ability but lack judgment.
They are striving for independence but feel insecure.
They want to conform yet value their individuality.

TEACH THEM

Make your instructions clear and concise.
Start them on jobs they can do quickly and well.
Teach them safe practices.
Answer their questions and explain their mistakes.

ENCOURAGE THEM

Make them welcome.
Praise them when they deserve it.
Help them stand on their own feet.
Show them your enthusiasm.

RESPECT THEM

Listen to their ideas.
Give them responsibilities when they can take them.
Help them find opportunities for training and education.
Promote them when you can. That is, never hold them back for your own or the club's selfish reasons.

IMPROVING PRESENT PROGRAMS

Before we start searching and planning new projects and activities for senior 4-H members, it will be well to look at the present program and see if we are doing the things research tells us we should do—if we are to hold members longer.

The General Club Program

Studies have shown that the greatest numbers who drop out of the program are beginning members. Studies also tell us that if we enroll them at an early age and keep them interested the first 2 or 3 years they are more likely to stay several years.

We have learned that the following will help hold the members' interest after the first 2 or 3 years.

1. Have at least 2 and possibly 3 age levels of work.
2. Grade-up the record books and manuals or instruction books. Don't expect the older boy or girl to be content with the same books the 10 to 13 year old has. Keep beginning work simple but work for the senior member should be new and more challenging—not just additional duties.



Fig. 4.—You can hold your senior members' interest.

3. Involve parents at every opportunity. It is best and usually easiest to involve parents when their children are beginning.

4. Restrict some project programs to older 4-H members. Do not allow the 10- to 14-year old to participate in automotive care and safety, 4-H tractor and machinery care, baby sitting, and so on.

5. Do a better job of helping members select projects that interest them and are suited to their situations.

6. Have local and countywide groups of older 4-H members meet regularly for self-improvement, fun, and community service. This group should include junior leaders, councils, key club members, service club members, all-stars, and any other groups as well as those who just want to come and participate in the meetings. These local and countywide groups may have submeetings of many special interest groups.

7. Write more project success feature stories—perhaps even less stories on championships and other exhibit and contest stories.

8. Make sure members play a major role in planning programs and events, such as tours, teas, shows, sales, and judging contests.

9. Make sure that all who so desire have the opportunity to be trained locally and, then, participate in contests outside the county in public speaking, judging, and demonstrations.

10. Make sure all members have an opportunity to participate in special teen tours, teen camps, and teen conferences outside their own county.

11. Encourage recognized adult groups to give senior 4-H members an opportunity to associate or even affiliate with them.

12. Set up your awards program to: recognize a sufficiently high percentage of members and encourage tenure. Change from extrinsic awards for younger members to recognition through praise and the opportunity to participate for older members.

13. Suggest worthwhile groups for senior 4-H members to look forward to: i.e., young men and womens groups, 4-H alumni, collegiate 4-H clubs, and IFYE.

14. Train leaders to work with this age group.

In Agricultural Projects

1. Encourage ownership and/or good business agreements.
2. Encourage breeding animal projects over fat animal projects.

3. Encourage junior memberships in breed associations, and follow through to encourage adults to allow good junior members to have more voice in planning and helping to carry out tours, shows, and sales.

4. Get more project success feature stories—less championship headlines.

5. Divide large show classes between the younger and senior members.

6. Change emphasis at close of the project from shows or exhibits to achievement events such as corn growers jamboree, market day tours, banquets, and so on.

7. Encourage senior members to enroll in some adult programs. For example, 5-acre corn clubs and double tonnage tomato clubs.

8. Encourage exhibiting in open classes.

In Home Economics Projects

Foods and Nutrition²



Fig. 5.—A good entertainer is a good cook, too.

1. Does your foods and nutrition program consider the age, interest, and ability of the boy or girl? Do you divide the program into junior and senior projects? Do you recognize that younger girls enjoy learning how to cook because it is a new experience, and, as a girl gets older, she becomes less interested in cooking skills but is more interested in entertaining.

2. Projects which increase in difficulty only may not be a challenge to the older member. Because a yeast bread is more difficult to prepare than biscuits, it does not always follow that older girls are interested in knowing how to prepare bread.

3. Do you consider the food pattern of the families within your State? It is easier to get family approval if the member prepares and serves food that the family already likes. New foods are best introduced to the older members to broaden their knowledge and experience.

4. Do you recognize the importance of motivation? Do you promote activities that arouse interest in the projects? For example, boys may be interested in outdoor cookery, older girls in entertaining. Do you promote activities that interest club members in the broad program? For example, preparation of foreign foods may help to interest members in 4-H'ers in other lands and the International Farm Youth Exchange. Do you keep in mind that younger club members are more likely to prefer doing things alone, or with youngsters of the same sex, while older club members like to do things with groups and with the opposite sex?

² Adapted from Workbook for Extension Nutritionists by Evelyn Blanchard, FES, USDA, 1956.

5. Do you teach important things well? Avoid crowding too many items into the program. This is a common failing—trying to teach everything in one easy lesson.

6. Do you develop your program to educate and not as a basis for a contest? A contest should be the followup of a project well done. We know that a contest does help stimulate interest for some in 4-H. Yet the girl who bakes hundreds of pies and enters a contest is the exception. Many will avoid the program if this is necessary, and, of those who do, perhaps only the winner is inspired to remain in 4-H Club work.

7. Can you relate your foods and nutrition projects to community service? For example consider—(a) A bake sale to raise funds for a worthy cause; (b) foods prepared as gifts for folks who are ill; (c) chuckwagon food service on a tour, at a fair, or in connection with another activity; (d) an ap-

preciation dinner for leaders, donors, and parents; and (e) refreshments for a group carrying out a community cleanup or safety campaign.

Home Improvement

1. Begin with simple chores for younger members.
2. Save room redecoration for the senior members.
3. Stress home improvement that will benefit the family as well as oneself in senior 4-H projects.
4. Encourage boys to enroll in this project. Here is a chance to mix the sexes.
5. Have a community service home improvement project fixing up a community building or a home for a needy family.

SUGGESTED NEW PROGRAMS

Automotive Care and Safety



A special committee of State 4-H Club leaders, Extension engineers, and other interested persons have developed both members and leaders manuals for at least 3 years work in this program. It is being tried in about 110 counties in 33 States. The project has met with great acclaim in most areas and is certainly worthy of your consideration as a special project for boys and girls who are at least 15 years of age.

Is this program important? Here are some of the facts. Each year in the United States 2 million youth reach driving age and apply for driving permits. Of these youth only a fourth are receiving any organized training in traffic safety. Yet, the automobile is the principal cause of accidental deaths in the country. In a recent year, traffic deaths represented more than 40 percent of all accidental deaths.

Three-fourths of all traffic deaths in 1955 occurred in rural areas. Boys and girls under 21 years of age were involved as drivers in 14 percent of all accidents.

If an automotive care and safety program is adopted, your objectives should be to develop:

- ... clear knowledge of highway safety and courtesy.
- ... an understanding of traffic regulations.
- ... an ability to perform elementary car maintenance operations.
- ... a knowledge of the basic parts of the car and the principles of their maintenance and operation.
- ... an understanding of the economics of efficient operation and purchase of an automobile, and the ability to keep a record of the cost of operation and ownership.
- ... an awareness of the vocational opportunities for competent persons in the automotive field.

Now let's set up a possible 3-year program. The first year auto safety should be stressed, as well as a basic understanding of the traffic code, and so on. Safety is again emphasized during the second year of the program. But youth should now receive more detailed information on the engine, fuel system, selection and care of tires, and instructions for keeping service records. Efficient operation should be the key theme of the third and last year of the program. What does one look for when buying a car? How does one make his community a safer place to drive? And, what are the vocational opportunities in the automotive field? These questions can be answered as a finale to your course in automotive safety and care.

A more complete program outline can be obtained by writing to the 4-H and YMW division, Federal Extension Service, USDA, Washington 25, D.C.

Career Exploration



Reasons for the Project

1. Finding a suitable job is a major concern of nearly all young people.
2. Sixty-five percent of our young people must leave the farms today and find jobs elsewhere. Not only do they lack contact and experience with urban vocations, but ordinarily they must enter a strange environment and adjust to a new way of life.
3. Schools and many other groups are doing the best they can to help young people in this area. However, they will admit the job is so tremendous that there is a role for everyone. Guidance is generally poorest in small schools. It is said that even the best guidance programs can be supplemented by informal career exploration programs available through 4-H clubs.
4. This program would bring in a new source of leadership.
5. Population trends indicate that the opportunity for most teenagers to work in apprenticeship type jobs will soon almost disappear.
6. Career exploration can be the best way to encourage young people to make the most of educational opportunities and get necessary technical training. It may also locate outstanding minds in our communities.

Possible Program Content

Suggested objectives:

1. Make youth aware of the many occupations available.
2. Point out importance of correct judgment of individual abilities before selecting a life work.
3. Have available information about sources of help and guidance in various occupational fields and sources of specific information on one field.
4. Point out importance of adequate preparation for the job desired.
5. Point out importance of getting experience and training in their fields of special interest.
6. Develop a good attitude about work.

Program areas:

1. Knowledge of occupational fields.

- a. Major occupational groupings.
- b. Grouping according to interest.
- c. Level of ability required.
- d. Value of job tryout.
- e. Study of a specific occupation.

2. Study of self.
 - a. Why people work—job satisfactions.
 - b. Recognition of individual differences.
 - (1) Abilities.
 - (2) Interests.
 - (3) Needs.
 - (4) Health.
 - (5) Personal traits.
 - (6) Attitudes.
 - (7) Values—what do you want to get out of life.
 - c. Achievements.
 - d. Family expectations.
3. Formulate a plan.
 - a. For weighing alternatives.
 - b. For establishing broad goals.
 - c. For making tentative choices.
 - d. For testing out the choices.
 - e. For adjustment to a new job.

Resource People:

1. State, county, and local employment service managers and counselors.
2. School counselors.
3. Civic and service organizations—such as the Junior Chamber of Commerce.
4. Other youth organizations having vocational programs.
5. Public relations personnel in industry.

Community Service



A project of this kind would have special appeal to 14- to 20-year olds as:

1. They are devoted to the interests of others. They have very strong feelings about what is fair, just, kind, beautiful, and courageous.

They want very much to look ahead to a world free of injustice, prejudice, exploitation, and ugliness. This project would provide avenues through which the abundant power and energy of these young people can be put to practical, grownup activities to create a better world.

2. They are striving toward adulthood in their relationship with others of their own and the opposite sex. This need to be accepted by others is well served in activities which demand the best of the young person's powers in cooperating with others to do something that is important to all.

3. They are striving to maintain their own self-esteem and expand their self-confidence. Community activities which enable them to use their powers effectively will meet this need.

4. They are striving toward independence in the adult world. As opportunities are presented for them to practice effectively the skills involved in setting up and carrying out activities which are really meaningful in approaching this goal, they will be moved to direct their energy strongly toward achievement.

Some things that might be in this type program are:

1. Principles of community organization and improvement.
2. The "hows" and "whys" of community service.
3. How to work in groups to reach common goals.
4. Making community resource inventories.
5. Community program planning and projection.

The 4-H principle of learning to do by doing is of prime importance here and the entire program would be based upon various community service projects that the group decides to work on.

Personal Improvement

The base for this proposed project for older 4-H club members is already well established in many States, and it is an example of how some of our conventional projects may be combined to make the work more challenging to teenage members as well as meet some of their specific areas of interests and needs.

Teenagers like this kind of program because they:

- Want to improve their personal appearance.
- Want to be liked by their peers.
- Want to know how to behave.
- Want to know how to get along with others.

Possible Titles:

1. "Smart up."
2. "It's Up to You."
3. "Invest in Yourself."
4. "Adventure Ahead."
5. "It's All in Knowing How."

Suggested Program Content

After each member has made a list of the subjects he would like to have discussed, see demonstrated, and so on, a program of meetings can be planned to include:

1. Appropriate clothes for various occasions.
2. Manners (at home, buying clothes, eating out, dating, traveling).
3. Personal appearance—grooming.
4. Getting along with people.
5. Personality development.

This type of activity needs leaders well versed in how to work with teenagers. A series of discussions on their needs and how to meet them might appeal. Such topics as:

1. Understanding myself.
2. Getting along with my parents.
3. Learning to accept myself.
4. What good is school anyway?
5. How can I be friendly?
6. What makes a good home?
7. How can I learn to take criticism?
8. How to act on a date?
9. How can I succeed in a job?
10. Personality—How do I rate?
11. How can I be accepted by other people?
12. How can I learn to express myself?
13. How can I develop self-confidence?



Family Business



Ernest J. Nesius, Director of Extension in Kentucky, said at a meeting of the Association of Southern Agricultural Workers recently. "Why is economics important in our youth program?" In 4-H we simulate real situations in the adult world and try to lead the boys and girls through them. The real situation has much economics in it, thus there is the need for more in our youth program.

We are most successful when these efforts are: (a) Approved by parents, (b) wanted by youth, and (c) accepted as compatible with the ends of society.

Why is economics important to our youth program? (a) All of the projects in agriculture and most of those in home economics involve an economic objective; (b) the number of people on farms is becoming smaller, thus the need for a better understanding of technology and the place of agriculture in the total economy; (c) society is becoming more complex because of more rules and more people (we assume an obligation to assist our rural youth in fitting into this complicated society); and (d) the need for agricultural "know-how" is increasing because of the increase in population without a corresponding increase in land.

There are many areas that could be suggested as needing particular attention in economics with youth work. These would include output in relation to input. What is profit? How do you calculate costs? What are the classifications of costs? Other needs include: Choosing among alternative opportunities; risk and uncertainty; planning; policy as it deals with production, price reaction, programs, control; consumer behavior; consumer preference; marketing; cooperation; and so on. What are some logical approaches:

1. Integrate economics into the project. Record books can be judged entirely, or almost entirely on an economic basis. This means that in addition to neatness and preciseness, major consideration should be given to the economic aspects of the project. Such factors as the manner in which the calf's horns were brought to a high luster, or how the calf was blanketed each day should not be reflected as favorable points in the record book as they are reflected in the show ring. The same would be true of the dress of the home economics project.
2. Have lesson sheets as ideas for club meetings. Discussion groups would result.
3. We could record observations on decisions made by the family. These would be done similar to the way the farm record is now kept, or the youth records dollars and cents. It is just as important to record the observations on how a good decision is made.
4. Through speeches, debates, and discussion groups, many economic subjects can be worked out.

Suggestions for Program Groupings

1. Money and Its Management—budgets, savings, and credit.
2. Insurance.
3. Purchasing.
4. Decision making.
5. Marketing.
6. Ways of doing business.

Teenage Talk-Over



A suggested new method of working with senior 4-H members. Reasons for such a program or project.

1. This project allows young people to more nearly plan their own programs.
2. It offers an opportunity for discussion of a variety of interests.
3. It offers opportunity for almost unlimited participation on the part of young people.
4. Comes nearest of any one program to meet the 8 ways listed to help people with their major concerns. (See page 2.)

A special committee of State 4-H Leaders and 23 youth attending the National 4-H Conference in 1957 made the following recommendations:

The 4-H club program has been based, since its inception, on a useful work project. The interpretation of useful work has been in terms of the boys and girls, their needs and their situation. Programs for teenagers will be successful if this concept is continued. Ten to 14 year olds are most concerned with working with their hands. Older boys and girls are more concerned with working with the head and heart. Programs offering work of the latter kind should be available to those interested. This would be of primary interest to most boys and girls 14 to 20 years of age.

All members of the committee have had or know of successful experiences in this area of discussion-type projects and programs. This offers possibilities for teenagers in camp programs, short courses, district laboratories or workshops, countywide meetings, community meetings, State club member planning groups, and as an organized project within a State or county. It is recommended that the following be considered when a State or county staff is planning to initiate a teenage discussion-type program.

Type of Leadership

The group leader should be a versatile, enthusiastic person near enough to the teen group's age to understand, but old enough to have experiences and knowledge. Any age is acceptable if the individual is young in spirit. A person or persons with some special knowledge or skill is essential.

Training Leaders

Leaders will need training in the following areas:

1. Understanding this age group.
2. Understanding principles concerned with how to organize.
3. Knowing methods and procedures in leading discussion groups and getting group involvement.
4. Knowing the resources available.

Possible Resource People

1. Extension agents and other staff members with special training such as those who attended the human development or communications workshops.
2. Local government officials and youth agency personnel.
3. Successful parents.
4. Professional workers—ministers, doctors, and so on.
5. College personnel from sociology, child development, education, and psychology departments.

Materials Needed—Printed and Visual

1. Needs and interests of different age groups in visual form.
2. Listing of possible resources.
3. Suggested guides for discussions on topics of general interest to this group, but not a stereotyped program.
4. Material on various methods used in getting group involvement.
5. A compilation of research, studies, and knowledge available in this area.

Project Requirements

All indications point to the fact that a teenage talk-over program is worthy of consideration as a project. A State desiring this as a project should determine the requirements for itself. As in other projects the requirements should be such that they challenge the individual as well as being related to his or her own needs and situation.

Size and Composition of Group and Area Served

1. The group should be large enough that the members feel they are part of the group but small enough for discussion and group interaction to take place. In a large group ideas are pooled; for discussion a small group is needed.
2. Sex—both boys and girls in the group depending on topics discussed.
3. Age—if range of age is wide (14 to 20) and there are enough members, it would be wise to break into near age or peer groups. However, any breakdown according to age should be kept flexible.
4. Geographic area—State, district, and county groups have been successful. Community groups should be successful if they are not too small.
5. At times it might be advisable to have a grouping of members with common backgrounds and interests.

Relation to On-Going Program

Any effort toward a discussion program should be incorporated in the on-going Extension program. As in any well conceived program, it is advisable to try ideas in pilot counties or communities. It is possible to incorporate some of the discussion type approach in many subject matter and activity areas.

Place of Incentives in This Program

The incentives for this program are built into the project. The opportunity for each individual to participate at his own level is a real incentive. Possibilities for greater participation are: Discussion leader, master of ceremonies, individual responsible for planning a meeting or overall program, community recognition for service rendered, and tours taken as part of the program, are all incentives. The rewards of inner satisfaction and personal development in this program are more significant than the material awards received.

Program Areas Most Adaptable for Teenage Talk-Overs:

1. Career opportunities.
2. Personal development.
 - a. Health, grooming—nutrition.
 - b. Public speaking—discussion groups and public talks.
 - c. Social relationships—dating, marriage, family.
3. Citizenship.
 - a. Government—public affairs.
 - b. International—cookery, affairs, culture.
4. Consumer education.
 - a. Marketing.
 - b. Buymanship.
5. Research findings.
 - a. Household management.
 - b. Agricultural subjects—beef, dairy, conservation, etc.
6. Safety.
 - a. First aid.
 - b. Home nursing.
 - c. Water safety.
 - d. Driving.
7. Opportunities offered in 4-H Club work.
 - a. Projects.
 - b. Trips.
 - c. Records.
 - d. Awards program.

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